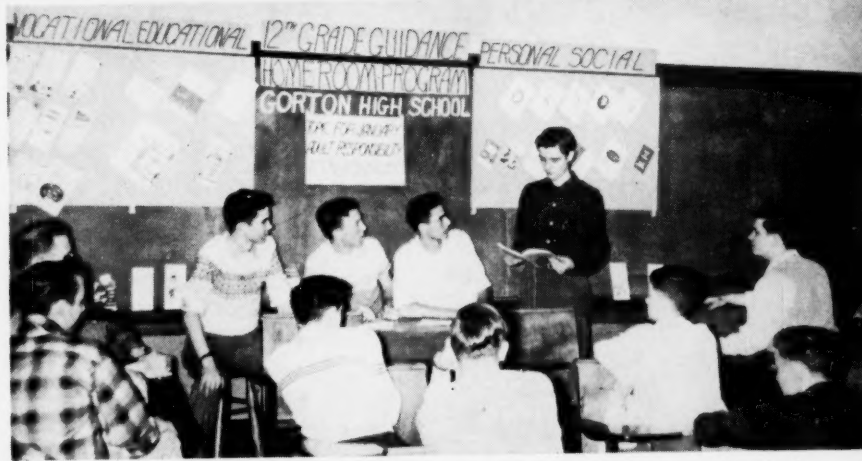
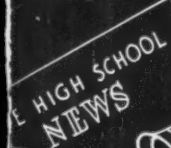
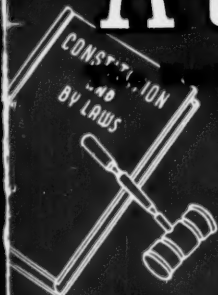


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CONTENTS

As the Editor Sees It	210
An Integrated Program for Home Room Guidance	211
<i>William J. Shimmon</i>	
Territorial Student Councils Meet in Honolulu	215
<i>Gerald M. Van Pool</i>	
What Price Victory	217
<i>Albert M. Lerch</i>	
Planning a Leadership Workshop	221
<i>Betty Fiedler</i>	
Basketnet	222
<i>Diana Plackmeyer</i>	
Using Plastics for Science Class and Club Activities	223
<i>Harold Hainfeld</i>	
"Now I Can Go To The Prom"	225
<i>Pearl L. Young and Arthur C. Hearn</i>	
Homeroom Activities	226
<i>Manfred Cerasoli, Jr.</i>	
The Library Club Complements the Superior Child	227
<i>Mary W. Cairolì</i>	
Caravans to Mexico	228
<i>Charles C. Whiling</i>	
What You Need	230
Assembly Programs for April	231
<i>Una Lee Voigt</i>	
News Notes and Comments	235
How We Do It	237
Comedy Cues	240

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As the Editor Sees It



We have always regretted the extent to which educational magazines and convention programs neglect the extracurricular field.

THE CLEARING HOUSE is about the only general educational journal which gives substantial attention to this topic. The others deal with curricular philosophy, subjects, methods, materials, and administration.

The main addresses of the convention programs are usually made by famous personalities and generally represent everything under the sun except professional matters. True, activities are occasionally reflected in discussion groups but even here the attention is limited, usually to athletics and student council.

Only very, very rarely are such important topics as assembly, home room, publications, clubs, dramatics, financing, and social events ever reflected either in magazines or on convention programs.

Certainly this significant and extensive field deserves much greater attention from editors and program makers. And we are quite certain that such attention would be welcomed by practical-minded school people, all of whom have responsibility for these activities.

A project of senseless uselessness, or useless senselessness, or both—the naming of “The National All-America All-Star Football Squad”!

Texas now has a “Student Council Week,” officially proclaimed by the governor. The Texas Association of Student Councils has scheduled FOUR (count 'em FOUR) week-long student council workshops for the coming summer. Congratulations to Executive Secretary Donald I. Wood and his group of promoting sponsors and school officials, to the 800 council members who will attend, and to the thousands of students who will profit indirectly from them!

One of these days there will be another star in the corner of our flag—a star representing Hawaii. And one of the important things which will help to make this star a creditable addition is the student council. Recently, Mr. Van Pool—loved and respected by thousands of American student council members and sponsors — was

asked to participate in the 17th (note, 17th) Annual National Convention of the Territorial Association of Student Councils. Knowing that young Americans are always interested in the doings of young people of “other lands,” we asked Mr. Van Pool to tell us the story of his trip. See page 215.

Figures just published from one American state university show: 67 per cent of the students were from that state but only 27 per cent of the football players were; athletes totalled only 8 per cent of the student body but received 78 per cent of the scholarship money; of the 507 scholarships awarded — averaging \$320 — 179, averaging \$715, went to athletes; football players received 93 scholarships, averaging \$944 — 54 per cent of the entire scholarship funds. The coach blithely stated that as far as he knew the university had not violated any athletic association rule.

Which brings us again to this—it is time to differentiate between “scholarships” and “athleticships.”

New Jersey, which originated the “Student Council Week” idea now has another well-established “first” — the Student Council Sponsor Workshop. At its recent third annual workshop more than 125 sponsors were in attendance. What a grand plan for other states to imitate! We'll have the story for you shortly.

Each year the December number of the JOURNAL of the Kansas High School Activities Association publishes “Ratings of Schools,” based upon evaluations (A - excellent, B - good, and C - unsatisfactory) reported by basketball officials. The items are: Numbers of Ratings Received (no school is rated unless at least five evaluations are submitted), Court and Playing Facilities, Attitude of Crowd, Attitude of Players, Attitude of Coach, and Attitude of Superintendent and Principal. In checking the ratings of several years we discovered that the appraisals steadily rose in quality. Many interested school folks TALK about “good sportsmanship,” but here is a group which DOES something about it, quite obviously with happy results.

An excellent home room program including guidance and advisory suggestions and information is essential in a regularly well-rounded secondary education.

An Integrated Program for Home Room Guidance

AN INTEGRATED HOMEROOM GUIDANCE PROGRAM¹ for the different year levels has been organized with a view toward taking account of the developing maturity of the student and his increasing ability to understand and deal with the concepts and values which underlie a functioning democracy.

The specific content of the Program is based both on the responses of students, teachers, and parents as to what the problems areas are, and on a psychological evaluation, utilizing current experimental and theoretical educational materials, of what is appropriate for the student to learn, developmentally speaking, at different levels of maturation.



Grade Seven Orientation

In the seventh and eighth grades, it may be considered important for the student to learn how to respond to regulations, requirements, and discipline. The school, therefore, has a duty to make clear and unequivocal what it expects students to live up to. In this way, the fundamentals of community living—accepting rules made to benefit all, even if some individual freedom is given up—begin to be clarified, in a systematic way, for the pre-adolescent. The focus of attention in the Seventh Grade, therefore, is on 'Orientation to the School,' and for the Eighth Grade on 'Good Citizenship.'

WILLIAM J. SHIMMON

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Several other important interests and needs have to be dealt with in these last years before the student enters high school. The techniques to be used in studying and using the library, perhaps tacitly implied for the student in his earlier educational history, must be specifically spelled out for him now. In this way, a greater feeling of security and more individual responsibility in meeting the new academic pressures in high school, may be initiated in the student.

An introduction to the constructive use of leisure time, and to an understanding of how to establish and maintain physical well-being are also included in the junior high school years. In addition, a general survey of vocational fields and a beginning exploration of his own assets and liabilities help the student toward his first serious consideration of the need for choosing a suitable life career.

The Homeroom Guidance Program for the first year of high school serves to establish a series of maturational goals which the student should be well underway toward having achieved in his last year of high school. The student is aided in developing a number of important new insights, in this period.

His choice of a curriculum will depend upon whether or not a high school education will complete all the formal training he wishes to have. He must learn about college and technical training and the amount of post high school time necessary for each. In order to make an effective choice of future training, he must undertake an increasingly more realistic appraisal of what he is really like, what he can do, and what his family's financial status will enable him to plan for.

Effective study techniques must begin more and more to depend upon his own individual incentives, initiative, and resources, rather than on goads supplied by the school.

A scrutiny of his social, academic, peer, and family relationships, attitude toward school, and what other people may rightly expect him to do and be by this time, begins the socializing process for the student. The topics included in the Program are designed to lead him to take personal responsibility, on a more mature level, for his moral and ethical, personal, social, and civic obligations.

The specific personality difficulties which the student may be too fearful of recognizing or dealing with by himself, are much more easily introduced in a general discussion period such as the Homeroom Guidance period provides. Students hear that others are experiencing similar difficulties, learn of some of the causes for them, and may develop incentives, in this way, for handling their own problems more effectively.

This last area, personality development, becomes the focus of attention in the Tenth Grade Homeroom Guidance Program.

As the student approaches the middle years of adolescence, he becomes more mature physically. He needs to establish useful habits in dealing with his bodily requirements. His skin, weight, dress, grooming, are important in his estimate of himself. He begins to be more concerned with his own particular constellation of characteristics and their impact on other people. If he has not already done so, he now has to develop more effective ways of dealing with the expectations of his peers and the older people around him. Awkwardness may be agonizing to him at this point. Being afraid of, or unable to, express himself in the classroom may give him intimations of personal inadequacy.

This increase in interest in his own qualities is a forerunner of the student's developing interests in his associations with others. How to make friends, what groups are acceptable, how to entertain at parties, are all areas about which he may have some questions or misgivings. This is the period in which useful social skills should be initiated.

But he must also learn that giving is important as well as receiving. Civic growth depends on the individual's understanding that he has personal responsibility for working for the good of the many. The school does its job effectively

if the student understands that, in a democracy, everyone should develop some leadership qualities and should make some contribution to the welfare of the community.

Understanding the difference between trying to get by or living up to the best that is in one, may make the difference between whether or not the student completes his high school education. A discussion of the meaning of marks, the value of education, and training for a job, may all provide incentives for greater academic effort.

The goal for the Homeroom Guidance Program in the last two years of high school is to help the student to accept adult responsibility. To this end, the topics for discussion have been planned to assist him in implementing and expanding his social awareness and his personal maturity.

Being able to dance, getting dates, participating regularly in school government and extra-curricular activities, learning how to earn and manage money, crystallizing educational goals—in other words, trying to plan for what's next educationally, occupationally, socially, and personally, instead of just drifting along, are all part of growing up and feeling secure and happy about it. Recognizing that sometimes particular problems need special assistance, and getting it, instead of brooding about one's shortcomings, having a broad, instead of a narrow, material interpretation of what constitutes success, is also part of becoming mature.

Perhaps it might be worthwhile to summarize how the Program may operate in terms of helping the student to self-direction:

- (1) In the moral and ethical area, it is hoped that the discussions will lead the student from an understanding, in the junior high school and early high school years, of the difference between right and wrong to the development of a personal standard of values.

- (2) In civic responsibility, the aim is for the student to develop from accepting a role of being an understanding follower to that of leadership.

- (3) In the personal sphere, it is hoped that the progression will be from accepting control from outside authority to learning to exercise self-discipline and restraint.

- (4) In the social area, the student may progress from the learning of social skills to the development of the social maturity necessary in establishing one's own family, and in taking one's place in the community.

(5) In educational and vocational adjustment, it is hoped that the student will go from determining his specific educational and vocational goals, to the development of broad cultural interests and activities and to securing and holding a satisfying job.

It goes without saying that the overall job of helping the student to achieve these aims is participated in by school as a whole. It is also true, however, that the subject-matter classes have an important and difficult task to do in training the student to acquire the skills and techniques which the educational process should give him. Although the personnel point of view permeates all of teaching, it may be possible only for a special program, such as the Homeroom Guidance Program (together with the other guidance activities of the school), to supply a more integrated approach to the student to the important collateral areas of learning how to be a better human being, as well as a good citizen in a democracy.

The specific topics suggested for the Homeroom Guidance Program for Grades 7 through 12 follow.

Grade 7—Orientation to the School

1. Getting Acquainted

- a. The School
 1. History
 2. Philosophy
 3. Traditions
 4. Clubs, organizations, teams
 5. School spirit
 6. Songs
 7. Achievements
 8. Famous alumni
 9. Future plans
- b. The School Staff
 1. Duties, responsibilities, and relationships with students
 - a. Principal
 - b. Guidance Counselor
 - c. Teachers
 - d. Office Staff
 - e. Custodial Staff
 - f. Nurse
- c. The Student
 1. Duties, responsibilities, and relationships with the school staff
 - a. Maintaining discipline
 - b. Need for respecting rules, regulations, and authority
 - c. Behavior in the classroom, hallways, at school activities, and to and from school
 - d. Etiquette
- d. The School Plant
 1. Locating rooms
- e. Schedule
 1. School hours
 2. Periods
 3. Lunch
 4. Library
 5. Auditorium

6. Gymnasia
- f. School Regulations
 1. Absence
 2. Tardiness
 3. Detention
 4. Illness in school
 5. Accidents in school
 6. Dress
 7. Traffic throughout building
 8. Care of books and school property
- g. Health and Safety Measures
 1. Establishing good physical hygiene habits: care of teeth, eyes, hair, complexion; weight; regular medical check-up
 2. Maintaining physical well-being: exercise, open-air activities, clothing, cleanliness
 3. Fire drills
 4. Air raid alert
 5. Defense alert
 6. Safety precautions
- h. Marking System
 1. Report cards
 2. School examinations
 3. Honor Roll
- i. The Homeroom
 1. Purpose
 2. Organization
 3. Parliamentary procedure
 4. Duties of officers
 5. Function within grade and to school as a whole
- j. Activities
 1. Clubs
 - a. Purpose
 - b. Organization
 - c. Duties of officers
 2. Organizations
 - a. Athletic
 - b. Literary
 - c. Dramatics
 - d. Musical
 - e. Band
 - f. Orchestra
 - g. Choir
 - h. Art
 - i. Honor Society
 - j. Service
 - k. Student Council

2. Educational Orientation

- a. Homework
 1. Planning
 2. Budgeting time
 3. Physical conditions
 4. Distractions
- b. Library Usage: How the library functions
- c. Studying for examinations
- d. Choice of electives

3. Vocational Orientation

- a. Vocational survey

4. School Savings

- a. Establishing thrift habits

Grade 8—Developing Understanding of the Goals of a Democracy

1. Good Citizenship

- a. Development of school spirit
- b. Interest in student government
- c. Cooperating in school community
- d. Courtesy
- e. Getting along with teachers, school staff, and peers
- f. Care of school property

2. How to Study

- Attitudes toward school and courses
- Effective use of time
- Library Usage: Looking up reference materials, note-taking
- Homework
 1. Reviewing classwork
 2. Memorizing work

3. Educational Planning

- Advantages of a high school education
- Comparison of public and private high schools
- Senior high school curricula
- Choice of electives

4. Vocational Interests

- Exploring broad occupational areas
- Exploring one's interests and abilities

5. Leisure-Time Activities

- Part-time jobs: securing working papers
- Acquiring hobbies
- Participating in sports

Grade 9—Establishing Maturational Goals

1. Establishing Educational Goals

- High School as terminal education
- College or technical education
- Financing future education

2. Improving Student Habits

- Developing incentives for study
- Securing remedial help
- Organizing homework effectively

3. Socialization

- Attitudes toward school
- Participating in school activities
- Learning to respect others—e.g., Brotherhood Week, Holidays of All Faiths, Americanism, etc.
- Relations with family, teachers, and community
- Developing adequate friendships
- Learning social skills
- Smoking and its effects
- Good grooming
- Appropriate dress

4. Planning a Career

- Information on High School courses
- Exploring specific occupational interests
- Determining personal skills and assets
- Deciding on electives

5. Moral and Civic Responsibility

- Ethics involved in lending and copying homework, cheating, using profane language, and maintaining classroom discipline
- Participating actively in student government and school activities

6. Personal Adjustment

- Overcoming shyness, over-aggressiveness, moods, and fears
- Dealing with over-sensitivity to criticism at home and in school
- Maintaining good personal hygiene

7. Handling Personal Finances

- Suitable allowance: from family, from work
- Budgeting
- Savings: School Bank and outside of school

8. Extracurricular Activities

- Cheerleaders
- Color Guard
- Teams

Grade 10—Increasing Personal Awareness

1. Personality Development

- Understanding physical growth
- Learning to be independent—rights and responsibilities
- Learning self-control—e.g., dealing with anger, temper tantrums, impatience
- Dealing with awkwardness
- Overcoming fear of reciting in class and at tests
- Personal hygiene
 1. Good nutrition
 2. Adequate rest and recreation
 3. Skin blemishes
 4. Overweight
 5. Good grooming
- Learning about one's capabilities
- Overcoming fear of failure
- Meeting personal expenses

2. Social Growth

- Expanding friendships with opposite sex
- Joining acceptable groups: avoiding cliques and gangs; the problem of delinquency
- Learning to be accepted
- Learning to accept and mix with people
- Limitations of loyalty to friends
- Planning a party
- Party games

3. Civic Growth

- Developing interest in school leadership
- Working for the group

4. Educational and Vocational Planning

- Benefits of completing one's education
- Advantages of high marks
- Choice of electives
- Graduation requirements
- General college information
- Making a tentative vocational choice

Grade 11—Increasing Social Awareness

1. Social Development

- Learning social dancing
- Participating in school government and school activities
- Attitudes—e.g., snobbishness, prejudice, tolerance, etc.
- Dating
 1. When should dating begin?
 2. What age should your dating partner be?
 3. How to ask for dates
 4. Places to go
 5. Use of cars in dating
 6. Amount to be spent on dates
 7. Time of week for dates
 8. Should girls ask for dates?
 9. Conflicts with parents in regard to dating

2. Preparation for Advanced Training

- Differences between academic and non-academic curricula
- Obtaining and studying specific college, technical, and trade school catalogs
- Choice of college or school
- Information on College Entrance Examination Board Tests
- Financing an education: scholarships and fellowships
- Choice of electives

3. Honors and Awards

- Honor Society
- Sports Letters
- Service Letters

4. Personal Growth
 - a. Personality self-evaluation
 - b. Securing counseling help when needed
 - c. Developing self-sufficiency
5. Selecting an Occupation
 - a. Securing part-time and summer jobs: interviews, application blanks, want ads, etc.
 - b. Studying specific occupations
 - c. Making specific occupational choice
6. How to Study
 - a. Reviewing good study habits
 - b. Developing more self-reliance in studying
 - c. Improving reading and writing

Grade 12—Accepting Adult Responsibility

1. Implementing Occupational Choices
 - a. Employment opportunities and the labor market
 - b. Community resources in finding jobs
 - c. Looking for jobs
 - d. Applying for jobs and filling out job applications
 - e. Preparing for interviews
 - f. Selecting proper dress
 - g. Attitude toward employment
2. Educational Objectives
 - a. Securing information on entrance requirements in college, technical, trade, and business schools
 - b. Applying for admission
 - c. Criteria for recommendations from official sources to schools and jobs
 - d. Election to Honor Society
3. Problems of Military Service

4. Personal Maturity
 - a. Learning to discipline oneself
 - b. Self-responsibility
 - c. Meaning of adult responsibility
 - d. Developing moral and ethical values
 - e. Determining values in living—a philosophy of life
 - f. Meaning of success
 - g. Objective and realistic evaluation of interests, abilities, and aptitudes
 - h. Developing leadership qualities
 - i. Family living
 - j. Meeting expenses
5. Social Maturity
 - a. Participating actively in school government and school activities
 - b. Understanding civic responsibilities: citizenship community, voting, etc.
 - c. Learning to evaluate current issues critically
 - d. Steady dating
6. Extracurricular Activities
 - a. Yearbook
 - b. Newspaper
 - c. Senior Prom
7. How to Study
 - a. College requirements in study habits
 - b. Preparing for scholarship examinations
 - c. How to take the College Entrance Examination Board Tests

Bibliography

1. For philosophy of the Homeroom Guidance Program, see Shimmon, William J., "Philosophy of the Homeroom Guidance Program," *School Activities*, March 1954, Vol. XXV, No. 7, pp. 211-212.

Activities of student councils everywhere are enhanced by well-organized conventions for students and sponsors; with the assistance of the national director.

Territorial Student Councils Meet in Honolulu

LAST FALL I met with students and faculty sponsors who had gathered in Honolulu for the 17th annual convention of the Territorial Association of Student Councils. There I was reminded that student councils are about the same everywhere, on the mainland or in Hawaii. What concerns students in Hoboken also concerns them in Honolulu; what projects are successful in Houston are very likely successful in Hilo; what is poor policy in Waukesha is poor policy in Wailuku. I am convinced that no matter where we find a student council, the members will be working on just about the same problems as are students everywhere.

In order to attend this convention, I boarded the SS Lurline at San Francisco for the five-day voyage to the Hawaiian Islands. We were delayed a day because of a sailor's jurisdictional

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strike in San Francisco and then because of rough weather. However, as this was my first sea voyage I made the most of it. Fortunately I was not sick (as I fully expected to be) and so daily I walked around the entire ship, played a little shuffle board, sat on deck when weather permitted, took numerous pictures, and made wonderful friends. I did not take lessons in the hula nor did I learn to play the ukulele, although there were classes on board for both of these interesting pastimes.

We received a royal welcome in Honolulu



High School Student Interview

where boats came out to meet our ship bringing native hula dancers, and many Islanders who placed lovely flower leis around the necks of their friends. There were hula dancers on the dock, a brass band, and numerous entertainers all there to bid us welcome and to express their friendly greetings.

A delegation of students and teachers came to the dock to meet me as did representatives of the press and the Hawaii Education Association, but in the confusion all missed me. I went immediately to the Moana Hotel where the delegations finally located me, took pictures, interviewed me, and of course placed about a dozen leis about my neck also in pleasant, typical Hawaiian style. Later, we all went out to the McKinley High School for lunch and for informal meetings with other members of the faculty, students, and then a short tour of Honolulu.

Before the convention opened, I had some time to see this paradise of the Pacific and have to agree that it is all that people have said it is. The foliage is gorgeous, the brilliant flowers magnificent, the weather warm and pleasant, and famous landmarks are just as fascinating as we have always thought them to be.

Diamond Head (a huge ancient volcano visible from almost any place on the island) dominates the island of Oahu, on which Honolulu is located. Our hotel was right on Waikiki Beach so it was most pleasant to watch the surf riders come in—some gracefully, others not quite so much so.

One of the highlights of my trip was a visit to Pearl Harbor. As we traveled around the harbor on a Navy tug, an official of the Navy described what we were seeing and told of the attack on Pearl Harbor December 7, 1941. The

only evidences remaining are the partially sunken hulks of the battleships Arizona and Utah. We heard the complete story of the attack and the precautions taken to protect the islands in the war which followed.

There wasn't too much available free time, but I managed to see a good deal and to enjoy the many attractions Hawaii has that cause people to stay there. Many of the teachers I met said they would never think of returning permanently to the mainland. Here the Islanders enjoy perpetual summer and gorgeous flowers and foliage. Some of the color, of course, was provided by the tourists who, almost as soon as they arrive, change into casual sports clothes, all in blazing—almost fantastic—colors. I also saw pineapples growing in the fields—a new sight for me—colorful lei sellers, and a grass shack in which Robert Louis Stevenson was supposed to have done some of his writing.

The student council convention was held in the Kamehameha schools and was attended by 200 delegates from all over the islands. I addressed the opening session and found the delightful delegates to be just like any other group of teenagers attending any other student council convention. In their discussion groups they talked about the same problems that student council members talk about everywhere. They asked the same questions and sought the same information that I find in all conventions throughout the country.

In my meeting with the sponsors I recommended that the association effect some kind of a reorganization with a faculty executive secretary at the head. This action would help to set up an organization similar to other state organizations, able to render service throughout the year and not just at convention time. The delegates took the matter under advisement, and it is my sincere hope that before long an executive secretary will be chosen, thus improving the services of the association.

The pleasant—and I hope profitable—trip had to end, of course, and so I went to the airport for a quick flight back to Washington. Friends were at the airport bearing leis, pineapples, and papayas—all to make the trip home a pleasant one. I was not allowed to take the papayas but the leis and pineapples were carried all the way.

I boarded a Pan American Clipper about 8 p.m., flew at 19,000 feet, high over the Pacific, and just after seeing a magnificent sunrise,

landed in San Francisco about 7:30 a.m. After a wait of about two hours, long enough to stretch and get breakfast, I took off in a United Airlines for Washington, with one stop in Chicago. The total elapsed time from Honolulu to Washington was about 26 hours and total flying time about 18 hours.

Hawaii usually sends delegates to the Na-

tional Conference of Student Councils and always sends a delegation to attend the annual convention of the National Education Association. The people of these lovely islands are interesting, pleasant, gracious, progressive, and anxious to keep their schools in the front ranks. Such conventions as the one I attended are proof enough that they are succeeding.

It has been said, perhaps with justification, that successes of business—even winning of wars—are greatly enhanced by lessons acquired on the athletic field.

What Price Victory

"I DON'T GO TO SEE my college team play football anymore because I am not used to seeing a team lose. In my four years of high school our team never lost a game, and now I just can't stand it to lose. Instead of watching my college team play I either stay in my room or else go home and watch my former high school team play." Thus, in all sincerity confessed a freshman in college.

A certain community was sponsoring a parade to which it had invited the band of its arch high school football rival. The week before the local team had been defeated in a bitterly fought contest by this rival. As the parade moved along and the rival high school band hove in sight, it was greeted with jeers and uncomplimentary remarks and was soon showered with tomatoes and other missiles which ruined uniforms and damaged valuable instruments.

After a certain game the losing coach walked over to congratulate the victor. He was met with a sarcastic remark, "This makes up for what you did to us last year."

When one studies the above incidents, and there are many others similar to these, it should raise a serious question in our minds. "What price victory?"

There is a thought current today that a child should not experience failure, but only success. The argument used is that it will discourage and dishearten the child from further trying and destroy any initiative or enthusiasm that he may have. Yet, it is a known fact that man's greatest accomplishments have been directly due to the experience and knowledge which he learned from his repeated failures.

The early settlers in our country soon learned, after many lives had been lost, to employ the

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same fighting tactics the Indians employed when they attacked the settlers.

The pioneers who settled our great West gave a wonderful demonstration of how to meet defeat. They suffered severe loss at the hands of the Indians, at the hands of drought, prairie fires, floods, and sickness. Many who couldn't "take it" returned East and were soon forgotten. Those who remained gritted their teeth and with grim determination started to rebuild. By using the knowledge they gained through their great losses and setbacks, they conquered. Their achievements are manifested in the great development and strength of our West today.

The early days of World War II when the Japanese sent our troops reeling back again and again in bitter defeat, many people in our nation were alarmed and dismayed and began to take a defeatist attitude. Yet, in the hearts of all fighting men glowed the deep burning flame of confidence that "down" did not mean "out," and they came back fighting.

Among the fighters was a young boy who had been the captain of one of my basketball teams. He wrote, "We suffered another heavy defeat; they have us on the run; we're being pushed back." Then he continued, "what we are going through reminds me of our basketball days in high school. Do you remember how we lost every game the first year and the following year we had a winning season. I remember how you encouraged us to keep trying to learn from our losses. And then I remember you taught us

that to be a good winner, you must be a good loser. Well, sir, we're learning from the Japs and we'll beat them yet." This was the spirit of a real winner.

The defeat of the German Forces should also serve as a grim reminder to those who believe persons should experience only victory and success. The reader may well recall in the early days of World War II how the Nazis rolled victoriously and without opposition across Europe. They were unbeatable.

The entire world was thrown into despair as the conquerors demonstrated the fact that they were invincible and the world was doomed. The only ones who had not lost hope were those leaders who had known the bitterness of defeat and had profited by its lessons. They rallied the world and destroyed the enemy.

A great contributory factor in the defeat of the Nazis was the philosophy of the Party Leaders, who considered themselves a super-race, which never entertained a thought of defeat or failure. They were reared on the word "invincible." The early successes of the war, the repeated victories with little resistance, convinced them completely that the world was theirs. When defeat suddenly struck them in Africa and later in France, the world was astounded by the rout of the Nazi Army and the sudden unbelievable collapse of resistance.

A vital cause for this behavior was due largely to the fact that they did not know how to cope with defeat. In addition, they could not think for themselves because they had not been taught to do so. Thus, when confronted by defeat they ran away instead of facing the enemy.

When the severe depression of the Thirties occurred, the newspapers were filled with many accounts of successful businessmen who chose suicide as the method of meeting financial defeat. Other men took great losses in their stride, and many regained fortunes or re-established their businesses. They were trained to meet defeat and learn from it when it did occur.

Recently an article was published by a nationally known business executive who claimed American youngsters are unreliable. He wrote, "The young people today are not reliable. They make the same kind of mistakes over and over, and they don't seem to care. They lack industry. They aren't uncomfortable when idle. They give the impression that what they want most is a quick, easy buck. We have failed to teach them to follow a path successfully to the end—no

matter how difficult the going gets. Graduates today give up too easily.

"Our schools themselves have succumbed to a philosophy of mediocrity by passing children each year whether the quality of work is good or bad.

"The average parent today has great difficulty trying to develop industrious children. He won't make his children mow the lawn or wash the car or put on the screens. Junior rebels because Joey down the street doesn't have to do these things, so why should he. The real ailment, of course, is a lack on the part of the parents of moral courage."

The reader may perhaps have noticed that while the eminent business man is lamenting about our youth being unreliable he gives the answer when he places a great deal of the blame on two agencies, the school and the home.

Someone aptly stated that half of a child's education occurs before he enters school. Many times the child is pampered in the home. A child learns early that crying can get him a lot of things, including cars and extra spending money without responsibility.

If Junior doesn't do too well in school, parents oftentimes are not too concerned or else they will exert pressure on the school to promote Junior and become indignant and even abusive when their child is failed.

The school which plays a very important part in developing the child's attitudes, habits, and character must also share some responsibility for the child's failure to meet defeat now and later as an adult.

It is the policy in many schools to promote all students rather than fail them. The result is that many students become indifferent and exert very little effort to learn because they know they will be promoted regardless. Many firms later discover that in addition to shirking responsibilities, they get the least work from these students.

The athletic programs in many schools and colleges today fail to teach children how to meet and cope with defeat. It is a well-known fact that the coach of a losing team is not tolerated too long in the high school. The winning of the game is the primary concern, all other things are secondary.

In order to achieve victories, many unethical practices are permitted which definitely affect the habits, attitudes, and characters of the youths concerned. It is only fair to mention here that the public is also to blame for these practices be-

cause the public also exerts pressure on the schools to win. In addition the public frequently is unconcerned how its youth is trained as long as victory is achieved.

The writer having been a coach himself is quite familiar with many tactics employed by coaches who must win at any cost. There was the coach who manipulated the records of his players so they would be eligible for an additional year of competition. The players involved were familiar with the manipulation, but were cautioned to keep quiet. These practices continued for years until exposure brought disgrace upon the school and the teams.

Ironically, the coach was later lauded as a builder of character and leader of boys and recently voted as an outstanding coach. Could it be possible that one of these boys later in life might be tempted to do some dishonest thing as a result of this practice by his leader and teacher?

The writer recalls another coach who, when his team played an out of state team, used players who had graduated the year before and played them under assumed names. This fact was well-known to the local school officials, who felt it was not a serious matter, the winning of the game was the important thing!

Then there is the coach who directed every play from the side line. His frank philosophy was, "I don't want any boy to think for himself, I'll do all the thinking for him." When asked who would do the thinking for them when the boys were out of school, he would reply, "I am not concerned about them after they leave school."

There was another coach who had been warned continually by the game officials for his coaching tactics from the side line, who then devised a very ingenious and most successful method for controlling every play on the field. The method, besides being unsportsmanlike, was robbing the players of their initiative to think for themselves. When the head of a rival school gently chided the head of the school where this coach served, he was blandly informed, "Everybody does it!" The impact of this unfair practice on the boys was not important as long as the team won.

I have met many coaches who never permitted an injured player to enter the game until he was properly healed. I have met others who devised all kinds of braces, or taping, or band-

aging which they used to patch up injured players so they might play.

I witnessed an episode where a certain player had a serious injury but was forced to wear a special device so that he might play. Even as the device was being fitted on the player before game time he winced with pain. Every moment of the game was filled with intense agony and excruciating pain for this boy. Of course, the welfare of the boy was not important; the team had to win—the winning streak had to be extended!

I sat in locker rooms listening to pep talks where nauseating lies were told about the opponent in order to inspire the team.

I have heard profanity, scorn, and sometimes abuse used as a motivating force to drive a team to victory. I have witnessed players slapped and punched for mistakes they made during the game.

I have visited schools where bitter signs were hung all over the school reminding the student what so and so team did to them last year. They must get revenge. Then again I have observed great damage inflicted on schools by students and players from defeated schools. What price victory? What price defeat? What effect on youth?

Each year college scouts and coaches come to my office in search of athletic talent. Some are very honest in that they want only boys who have academic ability in addition to athletic ability. It's heartening to meet these scouts and hear them state that their college will not lower academic standards just to get players to build a winning team.

On the other hand I have seen some boys who barely made the grade in high school taken by some "winning team" colleges. Ironically, most of them were flunked out at the end of the football season in their senior year. Of course, they were treated very well while on the "job." The boys revealed that they had to spend a great deal of their time on a particular sport and did not have too much time to spend on books.

Some of my former students related how their academic load was not as heavy as that of a non-playing or a more intelligent student. They also confided how much of their time was required on concentrating on their particular sport at the expense of their studies.

One must realize that most college coaches must win in order to keep in the good graces of the alumni and college officials. In order to attain this end it is only natural for many to ex-

plot every possible avenue, even at the expense of the players. One college coach aptly explained it in this manner, "It's strictly a business proposition between the boy and the college. He gives the use of his body in turn for what he can get from the college."

Most of the readers are familiar with the quip when a coach has a losing season, "he was building character this year." Unfortunately, just as this statement is made in a joking and light manner, in reality building of character is taken lightly and is secondary to the winning of the game. It is important to remember that character isn't something you study, do a few problems in, and presto you have it. Character is taught by example. Are we setting the proper examples?

I recall a former captain of a high school team who later became associated with a gang of law breakers. In the court his lawyer made an eloquent plea on behalf of the boy. He pointed out the good character and the leadership ability of the boy while in high school. The judge then remarked that if the boy had those characteristics, which the lawyer claimed, why didn't he lead his gang into the channel that makes for good law abiding citizens.

The writer was familiar with the boy involved and can humbly testify that the boy's character and leadership while in high school was most questionable and undesirable. The boy was a good athlete; he could help win games; that was the important thing. Very little was done to develop desirable leadership qualities.

I have met many fine coaches who have been deposed from their positions because of their team's failure to win. Many of these men were fine understanding fellows who, by their very examples of high ethical conduct and genuine concern for the welfare of their players, left lasting impressions on the youths with whom they dealt. Yet, these important factors were overlooked in favor of winning.

In one of my earliest years of coaching I was forced to drop from my team one of the most popular and probably the best athlete of our high school. His infraction of my rules and general indifference and lack of cooperation caused this action. The boy had been pampered and was allowed to have his own way.

When the news of his dismissal spread through the school and to the public, I was blasted and criticized mercilessly. My school officials were dismayed and thought I should re-

consider. I received nasty letters through the mail condemning me. The letters, of course, were unsigned. The spectators at the games hooted and jeered at me and passed uncomplimentary remarks.

What happened to the boy? Today he is also coaching. Many times he confessed that the great turning point in his life was the moment when I dismissed him from the team. He confessed from that time his attitude changed. He went on to college and established an enviable record. Today he is coaching and setting an example of behavior for his players to emulate.

While I may have lost games as a result of dropping the boy, the stake I won in the end was extremely high. I helped to develop a man who, in turn, will develop other real men.

Several years ago the writer made a study of the athletic programs in high schools in several states. In many of these he found where individuals in the community demanded and won the right to help determine and conduct the school athletics program.

These individuals were highly influential in hiring and firing coaches and in many cases they took over complete control of the program almost causing complete collapse of the school system.

In many cases the officials of the school had to conform or else seek jobs elsewhere. The morale of the teachers and administrators was completely shattered. What a sacrifice and what a tragic price to pay for the sake of winning!

The writer received personal testimony of school administrators who confessed how pressure had been brought upon them to grant school practice time for certain athletic teams. The fact that the entire school education program was disrupted was of no concern. The winning of the game was more important.

The writer has personal knowledge of certain schools where students were expelled for committing offenses which were far less serious than those committed by the "important" athletes. You see the game had to be won; so they couldn't be sacrificed.

The principal of another high school related how he had ruled the star player on his high school team ineligible because of his truancy pranks and low scholastic rating. The coach immediately appealed to the superintendent and certain men on the school board. The principal was overruled and the boy played.

It is not the intent of the writer to convey the impression that winning is bad. He enjoyed winning and tried to win at every opportunity. He, however, deplors the emphasis that is placed on winning at any cost and is appalled at the apathy of many school and college officials toward this practice. He is also concerned about the public's indifference to these practices which continue to flourish unchecked to the detriment of our youth and nation.

It is the grave responsibility of every leader and teacher of youth to have their youth at heart. Unfortunately, this frequently is not the case. It is the responsibility of these leaders to teach our youth by example how to accept defeat. He must be taught to accept it in a sportsmanlike manner, without bitterness or rancor. He must be taught not to alibi. He must be taught that he will meet many defeats in life, but the lessons he learns as a youth will make him stronger in meeting life's problems.

Athletics offer a wonderful opportunity for

shaping the lives of our boys and girls so that they will radiate confidence, self-reliance, and good character traits which make for good citizenship. The degree to which these ends are achieved is determined greatly by the example of the leader of youth.

It has been said that our country's battles have been won on our fields of play. They were won because youth had experienced defeat on the field of play and was taught, through good leadership, how to meet it, and how to turn it into victory.

It is the grim responsibility of the parent, the teacher, the spectator, the butcher, the businessman, the politician, the advertiser, the religious leader, the entertainment producer, in short, all adults to make careful appraisal of how youth is taught and what example is set for him in the home, the school, in the community, and in the nation. For it is a well-known fact that the way the adults of a nation go, so go the youth of that nation.

Adequate explanation of duties involved; in conjunction with sufficient training, assures interest as well as efficient and practical leadership performance.

Planning a Leadership Workshop

ORGANIZATION OF STUDENT LEADER GROUPS, usually referred to as Student Councils or facsimile, has brought the modern school government program to fruition on many campuses. These delegated student powers differ in particular, but generally speaking they give the student body active voice in school organization.

However, no group can function without a purpose and a goal. There must be stimulated an awareness of leadership on the part of each member officer. No does such a statement of purpose suffice to be merely written down as a record to be reiterated each succeeding year.

A summer of enjoyable relaxation away from the rigors of brain taxation is hardly conducive to a rapid commencement of positions.

If the student leader is to realize his position, its importance and duties must constantly be placed before his eye, but primarily he must be well orientated to his position. How do this, you say?

A possible solution perhaps which seems to be very effective on the Marycrest campus may

BETTY FIEDLER
Marycrest College
Davenport, Iowa

give a clue for further individual campus study.

One year as an experiment along this line, Marycrest College inaugurated a Student Leadership Workshop sufficing as primary orientation for each incoming Student Council. Based on the idea of work, as the term connotes, student officers formulated purposes for this experiment:

1. Greater consciousness and appreciation of the importance of leadership in the Student Council and all on-campus clubs and organizations.
2. Adult comprehension of problems confronting both students, resident and day, and faculty.
3. An understanding of the purposes of extracurricular activities and their relationship to the objectives of the college.

Realizing that scholastically a student's search is for truth, the qualities of humility, charity, loyalty to self, faculty, students, and school were pondered on as a means of impetus in this quest of truth.

Before delving into the solutions of organizational problems the student leader first had to

become aware of the system of campus organizations. To supply this need a diagram was drawn up. This diagram presented, in order of importance, a picture of every campus group.

A questionnaire entitled "How good a Leader am I" served as a self-appraisal check list for each officer. This list was broken down into four parts: personal qualities, group relations, organization and administration, conducting of meetings.

During the first years of this leadership workshop program, these check-up lists were gathered together as data for evaluations and reports. However, this check list incorporated the essentials of good leadership abilities, and as such it was seen to be a beneficial reminder for leaders throughout the year. Therefore, each leader was asked to keep her evaluation and go through it periodically during the course of the year as a personal check-up.

Because Marycrest is comprised of day and resident students, it was evident that there would be divergence in some of the problems.

To make meetings pertinent, therefore, each division held separate meetings to discuss particular areas of leadership. And to make certain that overlapping problems would be faced by the entire group, reports and general discussions were presented on the findings in each area. Chairmen of these discussions were Council members who held active posts as officers of resident and day student clubs.

Another important part of the agenda was, of course, the keynote speaker. The selection of this address was designed to set the pace for the entire program. A special guest speaker was included to incorporate views on the importance of leadership pertaining particularly to some phase best suited to our individual campus.

A program such as this is quite elastic. Through the past three years our ideas at Marycrest have changed somewhat in the particulars for each group's needs. These particulars, however, are perhaps the points of departure for another student group to get activated, and this group can be yours.

The outstanding characteristics of leaders are being developed during the formative school years. It is with this fact in mind that Marycrest officers realized the need for more direct orientation programs for their officers as future leaders in the community, nation, and world; and it is following this ideal that our program of a Student Leadership Workshop is presented.

Basketnet

DIANA PLACKMEYER
St. Charles High School
St. Charles, Missouri

READER—dressed in trench coat and hat.

MUSIC: Dragnet Theme Song.

The story you are about to hear is true. Only the location of Maplewood (opposing team) has been changed to prevent playing us again.

MUSIC: Dragnet Theme Song.

My name is Friday Night . . . I'm a referee. On January 15, I was called in on a case. At 7:45 I woke up my partner, Frank. We hauled out our equipment, (which consisted of a pair of foggy glasses, a 1936 rule book, and a black shirt with a white stripe down the back, and proceeded to the scene of the game.

At exactly 8:00, I blew my whistle to start the game. At 8:02, the Maplewood center fouled Fenton. I blew my whistle. Fenton patted me on the back and said I was a good referee.

8:09—the score was 25 to 4. I had a hunch the Pirates (St. Charles) would win, so I laid a bet with Frank.

8:31—Number 24 of Maplewood double-dribbled. I blew my whistle again and said, "Why did you do that son? That'll never get you anywhere. You oughta know that by now, son. I'm just trying to get the facts, son. That's my job—get the facts. I'm just trying to get the facts. 8:31½—I called a technical foul on the same guy.

At 8:40, Coach Short took out Hedges and Boggs. They couldn't keep their minds off the cheerleaders.

8:42—I brought in another one. "What's the charge!" he screamed. "You're not only palming the ball, son," I said, "you're palming Dauve (a small player), too!"

By this time the score was 102 to 10. I had a hunch the Pirates were hitting. Opitz had made 25 points, and Dauve 23. Fenton and King only had 20 each. 8:45—I increased my bet with Frank.

8:50—Coach took out Fenton (top ranking scholar). His grades weren't good enough. All Pirates must have an "E" average.

8:52—I called time — Prideaux (a large player) had knocked down the backboard.

It was the last quarter. I had noticed a lot of cops around. I looked about me and saw why . . . Frank's stripes were running the wrong way! Coach told 'em he was O.K. and they left. By this time the game was over. The Pirates won 126 to 11.

I went over to Frank to collect my money. "Where'd you get your clue, Joe?" he asked. "I just played a hunch, Frank. Sometimes a

hunch pays off, and sometimes it doesn't. I was lucky. I just played a hunch."

"What you're tryin' to tell me is that you just played a hunch, huh, Joe? Sometimes a hunch pays off and sometimes it doesn't. You were lucky. You just played a hunch, huh, Joe?"

"Yeah, I just played a hunch."

MUSIC: Dragnet Theme Song.

Maplewood was convicted of an insufficient amount of points and sentenced to return to Maplewood—defeated.

MUSIC: Dragnet Theme Song.

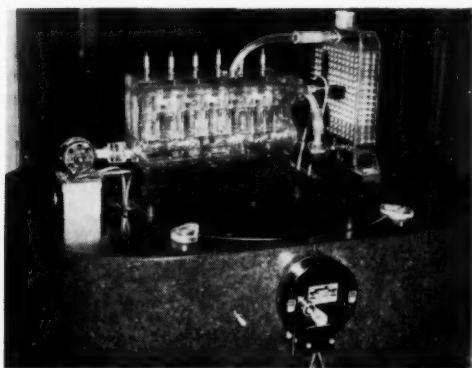
Modern equipment and conveniences, newly-discovered materials, and scientific processes insure more interesting, practical experimentation and training.

Using Plastics for Science Class and Club Activities

Post-war developments in plastics have been of interest to industry, homes, and schools. Of particular interest as an aid in science education has been the development of transparent plastics as teaching aids and the number of projects that can be made by students from them.

The use of transparent plastics, for example, enables students to see the complex inner parts of machinery. Biological specimens, embedded in liquid plastic that hardens when heated slightly, can be studied without the disagreeable odors of preservatives or the usual disintegration from constant use.

Your author was first introduced to the pos-



Functionary parts of motor can be studied

HAROLD HAINFELD
Roosevelt School
Union City, New Jersey

sibilities of using transparent plastics while serving as a Chemical Warfare officer and instructor at the Armored School, Fort Knox, Kentucky, during World War II. Here, one type, called thermoplastic, requiring heat to soften, was used. The plastic, (Lucite or Plexiglas) was used to demonstrate the working parts of such equipment as flame-thrower guns, truck, tank, and jeep engines, and small arms and machine guns. There are many applications for school and student-made projects from this material. The models all had some metal working parts. The plastic material replaced the outer metal covering and thus revealed what the instructor wanted the students to see in operation.

Some of these models offer possibilities as student-made projects on the secondary school level. In the science program, the 4-stroke cycle and the internal combustion engine are taught as part of many high school physics courses of study.

Many high school industrial arts shops are equipped to make this type of project. The transparent plastic is familiar to many. When heated to a temperature of 250° F., the material becomes soft and pliable. It can be pressed into molds. When cool, it will retain the molded

shape. This plastic can be cut, filed, sanded, turned, and polished to give the desired transparent effect. Most school shops are equipped with lathes and other tools necessary to make these valuable science projects.

Students take keen interest in their science studies when they can visualize rather than theorize about their studies. They are eager to assist in such a project. Teachers can get additional information on this plastic from DuPont, Wilmington, Delaware.

The use of thermosetting plastics, requiring heat to harden offers even greater possibilities for the teacher and his students to develop projects for class or club activities. This clear liquid plastic (Ward's Bio-Plastic or Castolite) when heated slightly, will harden into a clear solid block. Its use as a project is excellent for the teacher with limited facilities and equipment. The process is so simple that upper elementary, junior high, and sophomore biology students can easily make mounts for specimens. By adding a few drops of the hardening agent, the liquid plastic is poured into a mold and heated to a temperature of 110–115° F., for a period of 20 to 30 minutes. The result is a clear, hard block of plastic. The object or specimen to be imbedded is placed on this block in the mold. Another quantity of the liquid plastic is added and the process repeated until the specimen or object is completely covered.

Shrinking slightly on cooling, the mount easily drops out of the mold and is ready to be polished. With this project method, it is possible to introduce many specimens at an earlier phase of science education.

The disagreeable odor of preservatives and the disintegration of specimens is eliminated. The project may be made into a projectable aid by showing it to the students on the screen of a darkened classroom by using the opaque projector. Many more students can observe the enlarged specimen at one time by this method.

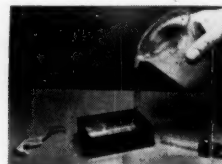
It is easy to set up the oven for making the project. Use the heat from two 100-watt bulbs for the project. Each year the eighth grade pupils at Roosevelt School embed an object or specimen as part of their science work.

A third type of plastic offers many possibilities for developing science concepts at the intermediate and upper elementary level. This plastic, (Spantex) hardens when exposed to room

temperature. Outline shapes of flower petals and insect wings can be made with brass wire or the wire from the top of milk bottles. The student dips the wire outline into the liquid. When removed, the model is held in the air for two or three minutes. A clear hardened plastic forms between the wire outline.



1



2



3



4

With the use of artificial stamens, pistils, cloth tape, and paint, it is possible to construct many insect and flower specimens. More information about this project can be obtained from many art and crafts suppliers or from Magnus Craft, New York City.

The use of transparent plastics for objects, models, and embedding specimens offers many possibilities for students to help in visualizing their science program. Their use permits the preserving of materials, eliminating the necessity of smelly preservatives, and the disintegration of specimens. It permits the student to see and better understand the complex working movements of engines and machines. Thus, they can make a valuable contribution to the growing technique of a visual science—student-participation method.

EXPRESSIVE

A University of Wisconsin speech professor asked Dr. Funk, co-author of Funk & Wagnalls dictionary, what he considered the most expressive words in the English language. Dr. Funk gave the request deep thought and decided on just five: the most bitter—alone; the most tragic—death; the most comforting—faith; the most beautiful—love; the coldest—no.—Ex.

There is no limit on what can be done by students to improve various situations or establish new customs when the need is seemingly apparent.

"Now I Can Go To The Prom"

STUDIES CONCERNING STUDENT PARTICIPATION AND NON-PARTICIPATION in school activities have revealed some startling facts. Among the most important are those related to the cost of participation. A valid generalization appears to be that large numbers of students are being deprived of the opportunity to take part in educationally important and vital experiences because of inability to pay the price.

The faculty of the Hillsboro High School has been studying this problem and has developed some workable solutions. The purpose of this account is to describe a recently-undertaken project under the leadership of the Girls League, designed to materially reduce the cost to its members of participation in certain social activities.

It is recognized, in theory at least, that the school's program of activities should include a variety of experiences, in order that provisions might be made for the heterogeneous interests, abilities, and needs which characterize every student body. Thus are found, within many schools, a wide range of offerings which include assemblies, clubs, social events, athletics, drama, music, speech, journalism, and many others.

Variety is important not only in the program as a whole; it should exist within the various elements which make up that program. Thus not only should the school develop a program of social activities; the social activities themselves should provide a wide range of experiences. Within this range the "formal" party should have a place, which it does to the extent of one or two events per year in many schools.

In Hillsboro as elsewhere, the cost—and in particular, the cost of appropriate girls' attire which is used only occasionally—presented a problem of major concern. At least it did until someone saw the possibilities in the school's extending its "library" service beyond books, and records—to formals. It was noted that girls often borrow clothes from each other, that boys thought nothing of renting formal attire, and that most people at some time or other rent a costume of some kind.

The idea of establishing a lending system for

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Dean of Girls
Hillsboro High School
Hillsboro, Oregon
and
ARTHUR C. HEARN
Department of Education
University of Oregon
Eugene, Oregon

girls' formals was first presented to the Girls League officers and class representatives—and was received with great enthusiasm. These leaders next polled other students for their opinions, and on the basis of their findings decided to proceed. Contacts with various young women's organizations resulted in the donation of thirty-five formals within a four month's period.

The next problem concerned cleaning costs. This presented a major obstacle, since a policy of a thorough cleaning of each garment each time used was adopted, and quoted prices ranged from \$3.50 to \$8.00 per garment. At this point the Parent-Teachers Association lent a hand in contacting cleaners, acquainting them with the project, and compiling estimates. During the course of this work a fortunate thing happened. One of the cleaning establishments became so much interested in the plan that it offered to handle all the cleaning free of charge, as a civic service, with the stipulation that it be permitted to remain anonymous. In this way a difficult hurdle was cleared, although undoubtedly another means of financing could have been found.

The Future Homemakers Club then accepted the responsibility for any pressing and mending which might be required over and above the services provided by the anonymous benefactor. As a matter of principle, it was stipulated that each girl borrowing a formal pay a very nominal fee, with funds accumulated in this way to be used for the promotion of another worthy project.

It is interesting to note that the use of this service has in no way been influenced by socioeconomic status. Girls who have their own garments and those able to purchase their own have been just as anxious to utilize the school's

wardrobe as have the less financially able. No stigma whatever is associated with this. It is the school's policy to make the garments available for non-school, as well as school, functions.

As might be expected, a by-product of this project has been an increased interest in dancing. Dancing lessons have been instituted, outside of regular school hours, on a class basis. All in attendance are required to participate. This program supplements the work in rhythms which is a regular part of the instruction in physical education classes.

The Hillsboro High School is pleased with the results of this project to date. In addition to bringing happiness to a great many people—donors as well as recipients—it has evoked a real feeling of pride in helping to move a little closer to the attainment of a great American dream—free and universal education for *all* children and youth. This spirit is well expressed in the following item, initiated by the students themselves and printed in the Letters to the Editor column of the Hillsboro Argus, June 3, 1954:

The Girls' League of Hillsboro Union High School would like to express their thanks for the generous cooperation of a Hillsboro firm in cleaning the formals for the school this year.

Needless to say the firm made a great many girls happier and the use of our formal library more successful through its wonderful example. We, too, are learning how to make others happy anonymously. We appreciate this kindness.

Sincerely,

Janet Osmundson, Secretary

Girls' League, Hillsboro Union High School

Homeroom Activities

MANFRED CERASOLI, JR.
Social Studies Department
Norway High School
Norway, Michigan

The homeroom is an ideal place for many worthwhile activities to be conducted, as it is a period where children can use their own initiative and freedom in arranging programs.

The writer is mainly interested in using the homeroom activities periods for the dissemination of occupational information. The several which are described here should prove to be stimulating to the pupils and consequently be effective in getting the information across.

One such activity is called the "Privilege Day" program. Certain days are set aside for the homeroom program to be in charge of the

chairman, vice-chairman, and secretary elected by the pupils. They have the privilege of selecting any activity which will aid the pupils in the selection of an occupation. This can be in the form of a motion picture, outside speaker, forum discussion, or a play.

A list of topics which have to be settled are published in the school paper as suggestions for future homeroom periods. The names of the pupil officers and the type of activity are published in the school and local paper as an added inducement and interest builder.

Another type of activity is to have the students gather information on various occupations to be placed in the school library. The groups devise ways of raising money such as putting on short skits and charging a few pennies admission. The books and pamphlets purchased in this manner can be introduced to the school in the manner of "Book Fair" where the books are put on attractive display and their highpoints and feature interest items are advertised.

Another stimulating activity which will be enjoyed by the pupils is that of having quiz contests or guessing games with the questions relating to various occupations.

Quiz masters are selected from the pupils by the pupils to prepare questions for the quiz. This activity alone familiarizes the quiz masters with a broad area of occupational information. The pupils who are going to take part as contestants are alerted to obtain as much information on various occupations as they can in preparation for the contest.

The methods used on various radio quiz programs can be studied by the quizmasters and the one they like best can be used. The competitive type is usually the most popular and the group can be divided into two equal groups. The quizmaster asks a question and calls on a member from group number one to answer it. If he fails a volunteer from group number two is given an opportunity to answer it. The group which answers the most questions correctly is judged the winner and a suitable prize is awarded them.

These activities can be varied from one homeroom period to another, and while they are excellent devices for the dissemination of occupational information, they can be used in conjunction with other activities or topics and would be just as effective. They are activities which are simple to arrange and simple to carry out, providing much pleasure for the pupils and giving them much valuable information.

"A program for gifted students should provide opportunities for socialization of attitudes, development of cooperative relations, power of participation."

The Library Club Complements the Superior Child

THE LIBRARY OFFERS the mentally gifted child an opportunity to be accepted for what he is and respected for what he knows and can perform. The school library club with its challenging activities and stimulating social projects presents the superior child with occasions for developing abilities beyond those of acquiring knowledge; and in the informal atmosphere of the library area his inspirations and aspirations are allowed complete expression.

The library needs to translate service into all sorts of channels through various media. It does not traffic only in books but utilizes every means of communication and expression. Its chief function is public relations through mutual understanding and the spreading of information, knowledge, and tastes through all the avenues of public relations. Further these services do not function only in the library proper or the school, but should spread also into the community.

The painting of store windows, posters placed in stores, pictures and booklets made and exhibited in school and taken home, are means of using instrumentalities of public relations through the use of the library. Such children are creative who do these things. Creativity is the reformulation of means to solve problems, and creative children can solve these problems of public relations.

Through the functioning of the library club, committees or groups may be formed:

A. To decide at periodic times on library goals for better reading.

B. To compile and publicize lists of suggestions for home decoration, better diets, good grooming.

C. To organize and promote drives for school cleanliness, observance of library rules, Community Chest contributions.

D. To set up exhibits and make posters for special occasions, as elections, Safety Week, Fire Prevention Week, Community Clean-Up Week.

E. To make charts scheduling radio and audio-visual aids programs for classes, and posters to advertise significant television programs.

F. To evaluate and select the best charts,

MARY W. CAIROLI

Librarian

*Cleveland Junior High School
Newark, New Jersey*

posters, programs to be used.

G. To make reading lists for other school clubs, as the Aviation, Radio, Hostess, and Science Research clubs.

H. To give book talks in English classes and science lectures by well informed members of the library club.

I. To write and prepare assembly programs for auditorium use.

Gifted pupils in the library club should be made to understand the nature of collective and communal organization. This opportunity through the club to organize their own plans and to develop group leadership will help:

1. To give to the gifted pupil serious purposes and goals.

2. To give to the gifted pupil experience in group planning.

3. To teach the gifted pupil how to plan creatively for action.

4. To teach the gifted pupil how to act in line with community needs.

5. To give the gifted pupil experience in wide choices of activity.

The school library does provide the superior child with plenty of outlets for his extra talents and with the means for the creative and constructive use of his imagination, but it must provide him also with the necessary experiences that will teach him to lead, to plan, and to execute when the time arrives for him to take his place in the community and to serve society.

Programs have been attempted to give to gifted pupils additional loads of academic work. This type of program has not yielded the returns hoped for. It is not through extra academic responsibility that the needs of gifted pupils are best served. Obviously the gifted pupil is only too easily developed academically. A program for gifted pupils on the contrary should involve opportunities for socialization of attitude, the de-

velopment of cooperative relations and the power of participating in collective effort. If gifted pupils are not given a special opportunity program of this type, they are apt to develop an academic snobbishness and an isolation of attitude.

The library with its broad potential of activities can afford to the gifted pupil the ways and means of developing his social adequacy to a level suitable for his academic adequacy.

We must not think of creative imagination as dealing with new or inexperienced involvements. On the contrary, imagination functions best when it succeeds in integrating opportunities with new levels of useful performance. The goal of the library in dealing with gifted pupils should be to offer them opportunities for expressing their abilities in terms of such service as will lead to higher levels of individual mass comprehension. Thus the powers of gifted pupils will be geared to the social good.

Here are illustrative records of two specific cases of such opportunities.

Ben, during a period of eight months of library reading in wildlife developed a talent for spreading his information. He grasped opportunities to read aloud to the librarian and to discuss topics with interested groups of stu-

dents. Under the direction of the librarian he prepared and gave lectures accompanied by live specimens to the science classes of the school. He is contemplating a career in this field which at first was only of casual interest to him.

Albert, after a period of library visits, developed many unusual interests. After reading and study he made a collection of minerals which won first prize in a Boys' Club contest and was later on display in the Newark Museum. He supervised and experimented with the growth and progress of all plants in the school library. The librarian allowed him first glimpse of all new books, and permitted him to check order lists for new science material to be added to the school library. Albert is planning a career in a field which developed from a hobby interest.

In Cleveland Junior High School we believe that a library program that is too rigid, too carefully planned, and too "literary" defeats its most essential purpose. We believe that a librarian should be inventive, resourceful, and continually on the watch to discover and permit ways of adventure in service, particularly for pupils of special gifts in leadership, management ability or any type of creative imagination.

Planning a trip, securing the necessary funds; travel, including a trip across the border and living with the people while there, assures training and experience.

Caravans to Mexico

WITH HIGH SCHOOL FOREIGN LANGUAGE COURSES declining in emphasis and popularity all over the country, it is at least unusual that there should be a class which has raised its enrollment 150 per cent in less than five years.

Yet that is exactly what has happened in the Spanish department at Central high school in Minneapolis, Minnesota. From four classes averaging only about 20 students each in 1950, the enrollment has jumped this year to almost 200 students in five first and second-year courses. So great is the increase in interest that the students themselves may force a third-year class to be opened next fall.

What caused this sudden enthusiasm? The answer is that one of the leading arguments against language instruction has been refuted. No longer can it be said at Central that the students can never take advantage of what they are

CHARLES C. WHITING
4744 17th Avenue
Minneapolis, Minnesota

learning, because today the school offers them a practical opportunity to use their Spanish.

This opportunity is a trip to Mexico. Twice, in 1951 and 1953, groups of these students have taken three-week-long, self-conducted tours, practicing their language and visiting sights that most Spanish students see only in text books. This summer the third such "caravan" leaves with 25 more teen-agers, some of whom have waited four years for their chance to go.

The idea for the caravans was born in the mind of Miss Ella Liskey, Central's energetic and much-loved language teacher, in the fall of 1949. Realizing that practical training in everyday Spanish was necessary to a thorough knowledge

of the language, she planned to arrange for one or two of her outstanding students to go on one of the annual tours of Mexico sponsored by the University of Minnesota and other colleges in the state. So great was the response from her students when she mentioned her idea to them, however, that she decided Central should support a caravan of its own.

Of course, for such a venture, finances were the biggest problem. Few Central students or their parents could afford a three-week trip to Mexico and the school was in no position to lend financial aid. The knowledge that as educational trips the caravans are tax-free, helped little.

Thus it was that one of the most unique aspects of these trips, the after-school work of the students themselves to finance their caravan, came into being. They worked hard for the next three and a half years, conducting paper and rummage sales and selling Christmas cards, gift wrappings, stationery, and bottles of vanilla extract. For each of the first two caravans they earned nearly \$900, enough to pay half of the transportation costs and to cut personal expenses to about \$130 for each caravanner.

Things have gone even better for the third group. By October, 1954, they had already earned \$700. Such new projects as the selling of St. Patrick's Day shamrocks and a dance in the school gymnasium helped boost their income.

Besides paying their own way the students do as much of their own planning and preparation as they can. In many cases, however, the students couldn't get cooperation from the businessmen they had to contact. In these instances Miss Liskey herself had to handle the affairs. Most businessmen, it seems, would rather talk with an authorized adult than with a teen-ager. As a result, Miss Liskey served as negotiator with transportation firms, hotels, consuls, and the various other agencies and offices concerned with the trip as well as supervising the entire operation and acting as one of the chaperons.

"It does take a lot of work and responsibility on the teacher's part," she admits, "but the rising enrollment and the obvious joy the students get out of the trips offer more satisfaction than anything else I've ever done."

Most of the itinerary planning was done by the students. Booklets published by the Mexican government and such organizations as the AAA and the Pan-American Union helped in the choosing of routes, over-night stops, hotels, and sights to be seen.

Of course the first caravan was the hardest to plan. Everything had to be started from scratch. All the experience gained that first time helps make the planning of successive trips easier. For instance, the first group not only had to choose a transportation company, they had to choose a transportation means! Automobile, bus, rail, and air were all considered, with busses winning out because of low cost and convenience. The second group just had to decide on whose busses they would ride.

The second group also profited on the first's discovery that American busses don't go into Mexico. Therefore, arrangements were made early to transfer to a Mexican bus at the border.

A false start in 1950, when the group wasn't really ready to go, anyway, proved the importance of interstate licenses. The bus company that had been chosen at that time did not have the license and the trip had to be postponed for a year.

One of the biggest difficulties of the first trip was getting reservations. Few hotels wanted to risk 30 people not using their reservations. Fewer, still, wanted to fill up their rooms with teenagers. However, good conduct on the first trip almost eliminated this problem on the second.

Illness caused considerable trouble on both the first and second caravans. Strange food, winding roads, and high altitude combined to give many students stomach disorders. The experience gained on the first two trips plus better medicine and medical advice should lessen the illness on this summer's journey.

Although Miss Liskey is satisfied with her own school's response to the caravans, she wishes more schools in the Twin cities and elsewhere would follow her lead. "We've already solved some of the toughest problems and our experience can help other schools," she says.

Since Miss Liskey has recently retired, a new teacher will be taking the group this summer. She will be Miss Margaret Olson. For Miss Olson and other teachers who contemplate such a project for their schools, Miss Liskey offers a few suggestions:

"The most important phase of preparation for the trips is the frequent holding of meetings at which the students can be given information on what to wear, what to take as luggage, and what they will see and do. Even with this preparation they'll be mighty surprised when they get into Mexico.

"Get boys interested in going. Too many boys stay home because of summer jobs and other interests. A substantial group of boys can lessen the teacher's work and make the trip more enjoyable.

"Make sure everyone has had tetanus, typhoid, and smallpox shots before they leave. If the students can't prove they've had these shots they will receive them at the border. A sore arm can make the first few days in Mexico quite miserable.

"Learn the customs of the country and follow them. Such things as wearing shorts or slacks give Americans a bad reputation. Girls should also remember to cover their heads when they enter a church. Just remember, 'when in Rome'

"Finally, get the students to speak Spanish while in Mexico. After all, that's the excuse for going. It makes the trip a lot more fun, too, because of the response you get from the Mexican people."

Of course, like anything worthwhile, these trips have taken a lot of hard work by both students and teachers. But the answer to whether it's worth all the trouble lies in a statement of one caravanner stepping off the bus after the first trip: "Let's get back to work as soon as possible so we can go again next year!"

What You Need

NATURE SERIES

Newest release in the Golden Nature Guides is "Trees" (YAF set of 4, color) with its illustrations matching the guide book page for page, with the book included in the set of strips. Drawings of leaf, bark, twig, blossom, tree shape, and maps of range and habitat identify 150

species. Others in the series are: Birds, Flowers, Insects, Stars, and to come will be Reptiles and Amphibians, Seashore Life, Rocks and Minerals. These are attractive, comprehensive, and accurate, good indoors (the strips) and in the field (the guide book).—The Texas Outlook

MOTOR MANIA

(High school, college, adult. Sound 9 minutes, color, rent or lease.) Walt Disney Productions) — Out of Walt Disney's stable of stars comes Goofy to show the transformation of a man's personality when he gets behind the wheel of an automobile. Mr. Walker is as mild and good-tempered a man as you would care to meet—outside of a motor car. However, a Jekyll-Hyde transformation takes place when he becomes Mr. Wheeler, the motorist. He no longer respects people, their rights, or their property. He seems to do everything wrong. The point is well taken and drives home a message that is personal and direct. The film is done in complete animation and should be tremendously popular wherever driver education is taught or discussed. —Illinois Education

CREATIVE CRAFTS WITH CRAYOLA

A 32-page book of ideas on how to make useful gifts, party games, invitations, and many other articles—all of which the busy teacher can use or adapt for her own classes. (Binney & Smith Company.)—Wyoming Educ. & News

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ASSEMBLY PROGRAMS

for April

April brings showers of programs for the chairmen of the assembly committees. The top tune in the musical hit parade is her theme song, "Count Your Blessings Instead of Sheep."

April Fool's Day, Easter, and Pan American Day are among the special days. The special weeks include National Boy's Club Week, Conservation Week, National Garden Week, and the last, Boys' and Girls' Week.

Dramatics as a Co-curricular Activity

Plays started with the Greeks. In the United States, 42 states participate in organized contests and festivals. In Texas alone, 400 schools compete for the championship title.¹

The success of a play depends on the director's attitude towards participation. The activity exists for benefits derived by the students, not for furthering a teacher's reputation. Teamwork, worthy use of leisure time, and knowledge of dramatic art are benefits derived from participation in the dramatics. Fundamentals of acting and stagecraft are also learned through participation.

Selection of the play depends upon ability of the students to act and upon the school audience to appreciate the art. An approved play is essential. The assembly play is short. It should be understandable.

Good organization depends on an early start in selection. Speech and dramatic journals have good lists.

A play is selected by knowing capabilities of actors, the stage, and royalties. Plays requiring smoking, swearing, and drinking are the types that have no place in the school. This business lessens the empathic response of the audience. Select a play with more than two actors; aim at a good literary value, one that challenges the actors' abilities.

Play Production

The director of speech activities must be the "Jack of all trades and the master of many" states Miss Rita West.²

Three types of dramatics are found in the secondary school and college activity programs. First, there is the dramatic department. Credit is given for courses.

1. Roy Bedichek, *The Speech Teacher and Competition* (Austin: University of Texas, 1941) page 65.

2. Rita West, *Lectures* (July 27-29, 1954) Northwestern University.

UNA LEE VOIGT

Enid High School
Enid, Oklahoma

Second, the **Thespian** or Dramatic Club as *Masquers* is the only means of learning dramatics. In this type, the director must arrange for conducted tours, exchange plays and programs, assemblies, and meetings for motivation. In this kind of program, the director should obtain knowledge about the National Thespians.

The third type of theater activity program is the school that demands three-act plays and contest plays with no dramatic program for learning the art. This director is generally the teacher of English.

Criteria for selecting the school play are suggested by Miss Rita West of Northwestern University, Evanston, Illinois.³

1. Choose a suitable play, after making a survey of the community characteristics. In selecting the assembly play, survey the school group.

2. Survey the list of productions given in last five years.

3. Conduct a survey on the writers, settings, and boy or girl leads of those plays.

4. Consider the boys capable of playing mature leads.

5. Survey the stage, sets, lighting, and properties.

6. Survey the capabilities of the students for characters.

7. Obtain the policy for financing, the source of income.

With this knowledge, the director chooses the play productions with a variety of authors, locale, and equal opportunity. The results are productions worthy of efforts and plays worth doing. Such a play is a challenge to students. These questions offer guidance media.

1. Is it a challenge?

2. Is it different in appeal?

3. Can you cast it?

4. Can you stage it?

Procedure for Casting

Casting call is sent out to the group for casting rehearsals. Try-outs are held on two evenings. If possible, the scripts have been available

3. *Ibid*

at the library for two weeks. The try-outs are part of the show. Thespian points can be earned for participation.

Students should be urged to tryout for more than one part. Double casting for plays is sometimes advisable. A chart, similar to one used by Professor Edwin Crowley at Northwestern, is a good technique. A student is scored on voice, diction, and poise. Improvement can be made by the pupil.

APRIL FOOL ASSEMBLY

April Fool Day comes on Friday. This calls for a fun assembly that needs special planning and organization. Some high schools use a faculty burlesque or mock faculty meeting with students impersonating the group. Occasionally, the faculty members present the program.

An April Fool quartet sings "Steal Away" or "Little Lost Sheep." Members of the quartet sneak out one by one. They start to sing by going through cords. They all sing "Baaa." The emcee may ask for a group to sing a song backwards. Have a trio volunteer. They appear in coats or aprons on backwards. They walk on the stage backwards.

The Enid High School physical education department presented an assembly suitable for the April Fool's Day Assembly.

The back curtain on the stage was decorated with cards showing the names of the basketball team. Over each name was a toy balloon. As the emcee told about the player, a girl dressed as a jester appeared and touched the balloon which burst. Each jester showed some mannerism of the player she represented.

Novelty numbers were a small chorus and dramatization of "This Old Team," a paraphrase on "This Old House."

A drill by twenty members of the Bravettes, the Enid high school pep organization, was the next number.

Then the pixies announced a special chorus. It was the team dressed as girls. They had rag mops as wigs and were unrecognizable. The song and dance number was short and humorous.

The main feature was a brief talk by Paul Geyman, Head Coach.

(Script follows)

Our Team

Our bashful Junior "Prexy" is 6'4"
Noted for his baskets, baskets galore.
Floyd "Hooker" Skarky, a basketball fiend
Would be an asset to anyone's team.

"Rebound" Ronnie, a guy that's really hep!
Is known for his humor including his pep.
This all-right fellow can speak the Chinese
He's quite a sport, and what a tease.

Life of the party on the bus they say
Likes to play ball, knows every play.
"Gopher" Ingram, a composer at heart.
Must have hit Nancy with cupid's dart.

One player for whom we are extremely
proud
With his left hand shots thrills the crowd.
Melvin, Melvin, the Golden Tongued speaker
Is needed on our team to make opponents
weaker.

Song and skit "This Old Team"

A friendly chap—that always says hello
Is always busy and on the go.
Gail Crawford better known as "Crow."
If he keeps going, will soon be a "Pro."

This peppery player is nice to know
Sometimes his face is all aglow.
H. L. Crites with pretty red hair
Goes out for all sports and ladies fair.

It's not Johnny Doop nor Johnny Pellow
Like the others, he's a real swell fellow.
Easy going, lot of fun
Johnny Vosburg, he's the one.

From the youngest group in school
Comes a player who knows the rule
Representing the sophomores is Jerry Keeling.
Look out! Opponents, he'll set you reeling.

Song—"Our School"

Basketball is his delight
He thinks about it day and night.
Jerry Butts is the one we mean
He's a kid that's really keen!

This flashy fellow is not very tall
But he can keep his eye on the ball
Pug Gammon catches the ladies eyes
As down the court with the ball he flies.

A tall, slender boy who speaks quite low
He's able to keep a round ball in tow
Johnny Doop, a player with quick motion
With voice and trumpet he can raise quite
a commotion.

Boys' Chorus

Of this boy you don't know very much
But he's right there, when the teams in a
clutch.
Ronnie Feger, a big, bashful guy
There's no shot, that he won't try.

Around school he's always dashin'
Johnny Pellow, the man of fashion
His athletic ability is not a ration
But he really has a way with Carol Cashion.

The basketball managers for the team
Are Phil Jones and Jim Reim
They manage for this and they manage for
that

All their duties they have down pat.

The man who leads this wonderful team
Is a coach that is surely on the beam.
To play for him is quite a treat
For he is really hard to beat.
He knows all the answers, play by play
We salute— Mr. Geyman — Coach of the
day.

THIS OLD TEAM

This old team has won great honors
This old team has won great fame
This old team was really good
And they fought to win each game.

This old team has heard much shouting
This old team has known much praise
Now they tremble in their footsteps
As they think of Enid's plays.

Ain't gonna need this ball no longer
Ain't gonna need this ball no more
Ain't got time to learn the rules
Ain't got time to learn the plays.

Ain't got time to go to practice
Or to learn the old routine
Ain't gonna need this ball no longer
They'll be beaten by Enid's team!

This old team is getting shaky
This old team is getting weak
This old team is going under
As their bones begin to creak.

Their knees are getting chilly
And they have some fear of pain
Fear of loss, Fear of Enid,
As they think about this game.

This old team can't make their baskets
This old team can't catch the ball
This old team can't get the rebound
Cause they're just about to fall.

This old team needs reviving
This old team needs new strength
This old team is tucked out
And 'ol Enid's tickled pink.

—Delyte Poindexter

SAFETY ASSEMBLY

Special Guest Speaker

Suggested Scripture: The Golden Rule

Guest speakers should be appreciated by the good school audience. Just as Art students should see and appreciate the best art, music students hear and know the best music—so should students hear and see the best speakers.

Captain Walt Stewart of the Enid Police Department introduced Sergeant Carl S. Pike, sponsored by the American Trucking Association. His subject was "Safety Magic." The following is an article from the Quill, the Enid High newspaper.

Magical Policeman Tells about Safety Magic Behind the Wheel

"Remember the life you save may be mine" were the words that reached our ears as Sergeant

Carl S. Pike concluded his 45-minute fact-packed talk on safety and the American teenager.

Not holding true to the nation-wide slogan, "the life you save may be your own," Sergeant Pike based his rephrasing theory on the fact that so many innocent people are dragged into the traffic accidents that sweep our country. "Just because some crazy fool wants to take his life is no sign he's going to take me with him," he emphasized.

Sergeant Pike's Safety Magic talk during which he gave true-to-life illustrations of several of the teenage traffic accidents which he had covered during his 13 years as a police officer in Grand Rapids, Michigan.

Teen-age America seems to be the source of all this nation's trouble and confusion in the eyes of Pike, therefore he has dedicated his life to the disproving of this popular belief which takes him on a tour of some 450 schools in over 30 states.

Before entering police work he spent several years on the stage as a professional magician thus accounting for the second half of his "Safety Magic" program.

Much to the delight of the audience Sergeant Pike mysteriously pumped water from Neal Hoffman's elbow with Delores Greer assisting in the act. Also on the program was Carol Cashion who grasped the newspaper rolled umbrella, while under its cover strange things were happening.

The Sergeant's down-to-earth lingo seemed to drive home with the gang leaving the auditorium near pin drop silence.

In closing Sergeant Pike made this prediction. "Two students in this audience will be fatally injured in an automobile accident."

Evaluating an assembly is always necessary. This can be in the form of written or oral analysis. The evaluator discloses his own knowledge and ability in his critique. The following were submitted after the assembly:

When Mr. Selby said the assembly was going to be on safety I thought, "Here comes a lecture on teen-age recklessness." Was I wrong!

I thought Sergeant Pike did as wonderful job of putting across the importance of safety. He did not make the students feel as though they were begin lectured.

I watched the audience's reaction and when he was telling about the girl who got her face marred, everyone had a look of pity that turned to disgust when he told about the boy.

Sgt. Pike did an excellent job in showing safety as a magic part of everyday life.

I thought the whole speech was done marvelously and with a great amount of ease and poise.

—Donna Carson, Senior

I think this was one of the best assemblies of the year. I enjoyed it immensely and I'm sure everyone else did—from the general comments that were heard. There is no other subject that has as great an educational value. Anytime a speaker can drive so many good points home to such a large group, there is no doubt about his success. The audience gave perfect attention. Everyone enjoyed it, judging from the audience reaction—the laughter and applause. He had his program well-planned to keep the interest alive. He was so at ease all the time it made one feel good. All the time it was so good because his voice was so changeable. I would judge it superior.

—Ann Hayes, Junior

I would evaluate this assembly as highly entertaining, interesting, and educational. It provided vast amounts of laughter and educational facts in one combination.

Sgt. Pike had a voice that appealed to me. It had purity and strength. At the times when he really wanted the full attention of the audience so he could stress a point, he would lower his voice and supply plenty of emphasis and volume.

Storytelling must be a professional art with him because he told stories with clarity and understanding. He put his points over to the audience.

The assembly was very educational, too. It had one outstanding point and that was "Safety First." I think that we can not stress **safety** enough.

Overall, this assembly was the best and most interesting I have ever witnessed.

—Eugene Lackey, Sophomore

GARDEN ASSEMBLY

Music and Physical Education Departments

Suggested Scripture: Matthew 6:28-29

"How Does Your Garden Grow?" is the theme for an April assembly. The stage may be decorated with lattice and flowers. The speakers' table looks like a flower mound or miniature rock.

Vocal and instrumental numbers are presented in costume: "Old Fashioned Garden;" "Last Rose of Summer"—Moore; "Thank God for a Garden"—Del Riego; "Loves Garden of Roses"—Wood; "Waltz of the Flowers"—Tschalkowsky.

Songs enjoyed by the students are "My Wild Irish Rose" and "In the Time of Roses."

Kipling's famous poem, "The Glory of a Garden," may be used for interpretation. Other

speeches may point out growths of attitudes, values, and knowledge in the theme.

Garden Hints is a speech telling how to cultivate a happy, healthy life.

Several pupils may find famous quotations about gardens and flowers. Several flower dances or drills are easy to prepare by physical education classes.

Flower costumes need not be elaborate. A butterfly pattern is adaptable. The dresses are plainly made of green cambric.

Crepe paper petals are sewed to a band to be tied around the neck. The face forms the center of the flower. The petals may be wired but it is unnecessary. Roses, daisies, and daffodils make an attractive spring chorus.

EASTER ASSEMBLY

Music and Speech Departments

Suggested Scripture: John 20:1-18

The Easter lily may be used for the theme of a short Easter program. As the Easter story is read—soft violin or background music is played. Hymns similar to "He's the Lily of the Valley" are appropriate. The poem "The Master Stood in His Garden" or a cutting from "The Robe" are appropriate. The guest speaker or a good student may speak on the theme, "Consider the Lily." The bulb symbolizes potentialities, the sprout, the youth, the flower, and maturity.

"Easter Lily" is a play for Junior High and elementary students. It is available from Plays, Inc., 8 Arlington Street, Boston, Massachusetts.

The Cross may also be symbolized. Songs as the "Old Rugged Cross" and "Rock of Ages" may be presented as musical readings with the Cross lighted high on the stage. This kind of assembly should be short. Twenty minutes is the maximum.

Easter plays may be preferred. They are available from Plays, Inc.

Pageants are more spectacular and require organization and costuming. An Easter parade in old and new fashions with the Easter rabbit as emcee is entertaining.

Christ, the Shepherd, can be used with the vocal hymn "Ninety and Nine" or "He Leadeth Me." The art students may present pictures of Christ as the Shepherd. Verses of the Bible may be used for short messages. They include:

Isaiah 53:6

John 21:16

Mark 6:34

Matthew 12:12

John 10:14

A minister is sometimes asked to bring a short Easter message to the student group at this time of the year.

News Notes and Comments

CARE Celebrates Ninth Anniversary

As individuals and through their churches, schools, and organizations, Americans have voluntarily sent 15,000,000 CARE packages, containing \$165,000,000 worth of needed supplies, to the people of 60 foreign countries during the past nine years.

Those figures are reported in a Ninth Anniversary booklet, "People to People," released by national CARE headquarters, 660 First Ave., New York 16, New York. A cover message by Executive Director Paul Comly French stresses that credit goes "to those who really earned it, the (American) people whose support made CARE's achievement possible."

In a letter from President Dwight D. Eisenhower written to Mr. Paul Comly French, Executive Director of CARE, the President said, in part, "In its nine years of activity, CARE has written a remarkable chapter which reflects our citizens' understanding of the new importance of their international role. It is a chapter which brightly reflects the philosophy which guides our actions: the assumption that the best way to help others is to help them help themselves."

"... Everywhere CARE is strengthening the belief and confidence in democratic processes ..."

"CARE" is taken from Cooperative for American Remittances to Everywhere, Inc. See address above.

Typical Events In 1995 School Day

I'm a junior at DTHS which is just a typical school in a modern town. I was born in 1978 when the first earth-to-Mars flight was made.

But the purpose of this is to acquaint you with an average day in school during 1995 and send it back via my father's time machine.

As the day begins at 7:30 a.m., an introtempestrial mechanism awakens my pet robot, Zim, who in turn shakes me gently and I awaken. After he dresses me and I eat a small breakfast of condensed cereal, milk, and lakefruit (spaceported from Venus), I step outside, press a button, and my small rocketmobile slides noiselessly up.

On arriving at school we go through the radar controlled door which automatically records my name (by brain wave reading). Then I go to my locker, slide the door open, deposit Zim, and select my files (known as books by the old people).

Concluding three hours of junior cadet space

training and one-half hour of pre-interstellar space navigation, I'm ready to purchase my lunch from the automat. When I deposit five Martian coins in the machine, my desired lunch pops out.

When the final buzzer sounds, I go back to my locker, get Zim, and go to the dramatics room for play practice. We are going to put on an old-fashioned play about back when people had automobiles and radios.

Then at the close of play practice, I press the button on my radio-telephone and my rocketmobile slides up to take me home.—Don Kent, DuQuoin High School, DuQuoin, Illinois

Improvements Are In Order

One year from Christmas to New Year's Day, a group of Chicago mothers watched every children's television program; they came up with these statistics:

"Seventy-seven murders, fifty shootings, thirty gun fights, seven kidnappings, fifty-nine fist fights, two knifings, twenty-two sluggings, three whip-lashings, two poisonings, two bombings, three murders by poison darts, a man hit over the head with a shovel, a man killed by a train, a man clawed by a tiger, a suicide, a girl locked in a vault, a boy beaten by his uncle, a man thrown over a cliff, three men locked in a safe, and a man blown up in an ammunition dump." Well, maybe we can't blame home for everything—or the schools. Is the kind of advertising which sells best necessarily the best for people?
—Arizona Teacher

Educational Television On Upswing

Educational television is experiencing a phenomenal growth similar to the recent expansion of commercial television, according to Dr. David D. Henry, executive vice chancellor of New York University.

In a speech delivered in New York City, Dr. Henry predicted that within a year "some 35 to 40 million people will be within range of educational television service."

"Television has captured the country in a way that surpasses the dramatic expansion of radio and the automobile. Television is now an indispensable part of American life, a fact which in itself is of the greatest importance to American education."

"In working together for educational television, schools and colleges for the first time have had to learn how jointly to undertake and

manage a community service," Dr. Henry asserted. "This collaborative experience will be most helpful in other enterprises."—New York University Office of Information Services

Athletics Committee Publishes Report

The enjoyment and physical development of all children, rather than the glory of the sports star, is what a report on **Athletics for Pupils of Junior High and Elementary School Age** emphasizes. The study on which the report is based was made by representatives of 15 educational, civic, health and recreation, and professional organizations under the chairmanship of Carl Nordly, professor of physical education, Univ. of Minnesota. It recommends a broad program in physical education for all pupils, school sponsorship of play days, and elimination of inter-scholastic athletics for children below the ninth grade.

Copies of the report have been furnished to all schools which are members of the Minnesota State High School League.—Minnesota Journal of Education

Safe and Sane Prom

For years many high school faculties have wondered what can be done to keep students attending the Senior Prom on the scene, keep them from drinking, and keep them from wild rides over the landscape. The solution was simple at the Senior Prom of Woodbridge, N.J., High School this year, according to the **New York Post**. Parents and teachers just mounted guard until 3 a.m. at all exits and the door to the bar in the restaurant where the prom was held. The students couldn't get out. They had to stay. Any questions?—The Clearing House

Improve Driving Status

Teen-agers are not as poor drivers as common belief will have it. In a study, based on 19,611 traffic violations and 29,305 accidents reported during the last three months of 1953, it was found that 14-year-old drivers, comprising .4 per cent of the licensed drivers in South Carolina, had .5 per cent of the violations and only .3 per cent of the accidents.—Minnesota Journal of Education

Music Makes 'em Shine

Children who study music in a school group can look forward to better marks in all their studies, according to a recent survey of elementary schools. The survey shows that 90 per cent of all honor students play some kind of musical instrument. The ability to concentrate and coordinate, taught by music, is a virtue that affects all other activities.—AMC News, 100 West Monroe Street, Chicago 3, Illinois

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BOYS, TOO, BECOME HOMEMAKERS

It may surprise some that FHA has male members. Future Homemakers welcome all members of home economics classes and many schools enroll both boys and girls in homemaking. In Waynoka, Okla., every member of the boys' homemaking class joined the FHA because: "A home is founded by a boy and a girl, so why not work together in the Future Homemakers organization?"

Boys are good members, too, and no sissies. The 12 boys in Broken Arrow, Okla., could not join the regular FHA meetings because they conflicted with football practice. They asked for and got permission to hold their meeting at another time. Dale Keele, Broken Arrow member, expressed his opinion that: "FHA will give you a better and closer relationship with your family. You think about what is expected of your parents and what your responsibilities are to them. You can see how a happier life can be carried on in your home now and in your future home I think that FHA will grow not only locally for boys but throughout the State and nation."

The interest displayed by both boys and girls in the FHA and NHA, and the enthusiastic participation of the entire membership in activities of the organizations indicate that to some degree FHA and NHA are meeting needs of today's youth.

The success these organizations have achieved would not have been possible without the generous contributions of time and effort by thousands of local homemaking teachers and other educators.—School Life

A VERY SUCCESSFUL CLASS PARTY

In February last year, my seventh grade class met at the usual once-a-week class meeting. After the roll call, the meeting was called to order by the president and the usual procedure took place, secretary, minutes, etc.

When new business came up one of the girls was recognized and suggested a class party. This was not discussed long and a motion was made, seconded, and passed to have a class party.

Several suggestions were made as to what to do, such as a hay ride, roller skating, and a

social party. After some discussion the three above mentioned activities were put on the board for a vote. The social party in the gym took the fancy of a majority. The details were worked out in the next meeting.

It was decided to have a barn dance theme with games for the people who did not want to dance.

A decorating committee was appointed by the president from many volunteers. About fifteen people were on this committee. A refreshment committee, entertainment committee, and clean-up committee were appointed in the same way.

The date was set for a Saturday a week later and we planned committee meetings on the following days during the activity period. Our party was cleared through the Student Council by our representative, and evidently the committees really got going.

On Saturday morning, the decorating committee decorated the gym. My co-sponsor was with them and helped. When I arrived on Saturday evening this is what the students had done:

They had borrowed from some of the fathers of the children on the decorating committee, about two dozen bales of hay, which had been placed around the edge of the basketball court, and roped off with binder twine. Then in order to get on the dance floor or to the games, you had to go up on the stage and jump into some hay which they had piled up.

The square dancing, in which sixty-nine of the seventy-five students who came, participated came off beautifully.

What amazed me was that while no one urged anyone to dance, all participated. Music was furnished by square dance records and the calling was done by the girls' athletic director, who was asked to do so by the entertainment committee. One of the students also called one set, and everyone had a lot of fun. A broom dance was also held.

The refreshment committee had pop which they sold for a small profit. They also sold home-made cookies which were donated by some of their mothers.

When it came time to clean up, the clean-up committee had the brooms and dust mops all lined up and everyone knew exactly what he was to do, and did it. The boys carried the bales of hay to the rear door and piled them up for the fathers to pick up. The loose hay was piled in two large cardboard boxes and carried to the

trash pile. One group took the brooms and swept, the next took dust mops, and we were out of the gym a half hour to forty-five minutes after the dance ended.

Considering that these were seventh graders, I think this class party was as well organized as any class party could be. Everyone who attended participated and everyone had a good time. I felt that they had a minimum of help from us, and then only when they asked for it, and we enjoyed it as much as any of the students.

Once more it proved to me that if you give the students the chance to carry out the plans, and accept the responsibility themselves, they can and will do an excellent job of any activity. —Robert M. McMillan, Oxford High School, Oxford, Michigan

A SCIENCE CLUB PROGRAM

A science or jet racing club, as part of the children's after-school activities, has proven to be quite successful in the Priest Elementary School. It supplements the regular school work and really promotes the interest of the members.

The problem of selection of children to be in the club could be a real problem. (However,

these after-school activities are extremely interesting to the children and the problem has always been one of limiting the membership because of the lack of facilities.)

A new method for limiting the number to be admitted to the club was devised for the last semester. Any student who was interested in joining the club was required (this was decided by a small group of prospective club members selected at random) to enter a project of some nature. This project could be practically anything that was concerned with science. Several "typical" report-like papers, mounted collections, a fishing tackle exhibit mounted on cardboard, some wood burnings, etc. were submitted.

Theoretically, these exhibits would be screened by the prospective club members and they would vote on those acceptable, but just the chore of making the project limited the numbers sufficiently and such a vote was unnecessary.

This method proved to be a very successful means of selecting the members because those who had the energy to make some sort of exhibit (nothing fancy or elaborate was required) were those who were interested in science. Further, those who turned in exhibits were not necessarily the very best students, and a science interest was found in several children who had not

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been suspected of having such an interest on the basis of classroom activities.

Once the group had formed, they elected officers, set up a small dues for social functions, and proceeded to start work in the area of their special interest. The teacher's role was that of resources person, furnishing books and supplies available and helping them with whatever technical problems needed help.

This rather random kind of activity continued for about three weeks and the writer began to sense that the children felt that they were not doing what they had set as their goals. It was then suggested that they might all work on one area of interest at a time.

The children readily accepted this and they decided on insects as their first interest. They made collecting jars, killing jars, nets, and boxes in which to keep the insects. They planned, then, a trip to Rouge Park for the purpose of collecting. They planned the menu (hot dogs), made the purchases, arranged parent transportation, in short, took care of all the details of the excursion.

Their next venture was into the field of photography. Since the writer knew absolutely nothing about this we had to learn together. (The photography came about as a result of the pictures they took on the insect hunt.)

We arranged for the darkroom facilities and they studied, along with the instructor, on the hows of developing films and printing pictures, and after a couple of planning meetings we developed the pictures we took on the trip and printed some of the pictures. (They turned out much better than expected, for the writer was completely insecure in that area, but it was a real learning experience for him.)

This was the general pattern of activity in the science club. Often the writer felt that he was arbitrarily setting rules of conduct and behavior when actually the group itself censured themselves much more effectively than he could. The writer found it very difficult to know when he was truly being a democratic leader or guide

to the children, but each club he sponsors gives him new insights into his own role and effectiveness as a teacher.—Carl Marburger, Priest Elementary School, Detroit, Michigan

LAPIDARY CLASS IS INTERESTING

Believing it important that children give early thought to future vocational planning, Osborn District Schools place emphasis on a program which offers basic training in a variety of occupational fields.

Latest to be added to the curriculum is a course at Grandview which teaches the art of cutting and polishing stones and gems. It is the outgrowth of hobby studies in mineralogy sponsored by the school for the past five years. An extension of the science department, the study opens avenues of interest for children which might well lead to a variety of professions and acquaints them with an excellent profitable lifetime hobby.

The lapidary class is taught by Mrs. Vetus Redden who has been on Grandview's faculty for ten years, and who became interested in this field when she studied archeology at the University of Mexico and at Arizona State College in Flagstaff. In addition to regular class instruction, the children are taken by Mrs. Redden on monthly field trips where rocks and soil formations are studied. Many of them are members of the Mineralogical Society of Arizona and the Rocky Mountain Federation of Mineral Societies. All of them have contributed to the very fine collection of stones and minerals which won honorable mention at the 1952 Arizona State Fair in competition with entries from other elementary schools throughout the state.

At the present time the youngsters are working with various kinds of Agate, Jasper, Petrified Wood, and Turquoise, all of which are found in Arizona, with the exception of some of the Agate types. Samples of the professional-type work the youngsters are turning out were shown at the annual exhibit of the Arizona Lapidary and Mineralogical Societies at Arizona State Fair Grounds, where individual entries were on display.—Arizona Teacher



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Comedy Cues

Quiet, Please

"When does the library open?" the voice on the phone asked.

"At 9 a.m.," came the reply. "And what's the idea calling me in the middle of the night?"

"Not till 9 a.m.?" responded a disappointed voice.

"Not till 9 a.m.!" confirmed the other.

"Why do you want to get in before 9 a.m.?"

"Who wants in? I want out."—Ohio State Sundial

Tight Issue

Right on the deadline, with a crowded paper, Paul Crume, night city editor of the Dallas "Morning News," had an insistent woman on the phone reporting an item.

"We'll certainly try to make it," said Mr. Crume, "but you see, it's late and we're a little tight."

"Well!" retorted the lady. "It seems to me

that if you're going to work for the Dallas 'News,' you should stay sober until you get the paper out!"—Editor and Publisher

Our Cover

The upper picture was submitted by the Charles E. Gorton Junior-Senior High School, Yonkers, New York. It shows a group of high school seniors earnestly and diligently working on a problem, "Adult Responsibility—Teen-Age Driving." An excellent guidance program is in operation in this six year high school, featuring all the grades, seven to twelve, inclusively. The students are most fortunate. The program is under the direction of William J. Shimon, guidance counselor and co-ordinator of the home room program. See article on page 211.

In the lower picture, Gerald M. Van Pool, Director of Student Activities, National Association of Student Councils, NASSP, Washington, D.C., is greeted at the Kamehameha Schools, in Honolulu, Hawaii. The young lady greeting Mr. Van Pool is Miss Elizabeth Powers, student council sponsor at the Kamehameha School for Girls and host to the convention. The two students are the president and secretary of the Territorial Association. See story on page 215.

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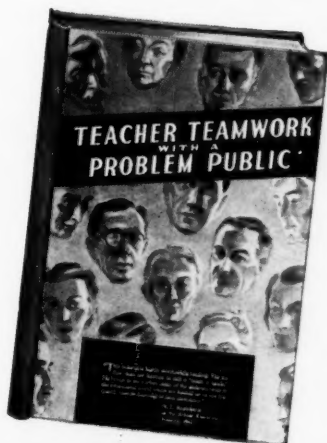
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This book is planned to help every school to deal with its own particular problems of sex education—to decide *whether* to provide sex education, and if so, how, where, and to what extent. There are 36 pages and 13 tables of facts on the sex activities, information, and attitudes of young people, and succeeding chapters abound in more specialized data. And there are 44 pages of bibliographies and lists of teaching aids and professional materials in sex education.

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Foreword by Robert J. Havighurst, Professor of Education, University of Chicago

CONTENTS

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4. Sex Education is Practicable

Part II. Philosophy and Objectives

5. The Scope of Sex Education
6. The Basic Principles of Sex Education
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11. The Church in Sex Education
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Part IV. Methods in Sex Education

13. Approaches to Sex Education

14. Building Support for the Program
15. Teacher Qualifications, Preparation, and Education
16. Launching the Program
17. Methods of Initiating and Directing Class Discussion
18. Techniques and Procedures of Individual Counseling
19. Appraising a Program of Sex Education

Part V. Content and Materials in Sex Education

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